

# Trinity Washington University Counseling Program

## Annual Report 2019-2020

The Counseling Programs offers 3 Master of Arts in Counseling Programs: Clinical Mental Health Counseling (CMHC), School Counseling (SC), and School Counseling Urban Track Specialization.. The School Counseling program was converted from a 48-credit to a 60-credit program in Fall to meet the American Counseling Association 2020 Vision. This revised program is a generalist program, and the Urban Student Track Specialization will continue to be offered for applicants who are interested in school counseling with an urban and culturally diverse youth specialization.

As required by CACREP accreditation, information on demographics of students, enrollment numbers, retention numbers, completion rates, number of graduates, pass rates on the Counselor Preparation Comprehensive Examination (CPCE; required exam for CMHC students), pass rates on the Praxis (required exam for SC students), job placement information, and a summary of program evaluation results and subsequent program modifications is presented in this Annual Report. This report includes summary data for all of these indicators, however full data is available to anyone upon request. The Academic Year (AY) 2019-2020 includes Summer 2019, Fall 2019, and Spring 2020 semesters.

### Demographics

	Ethnicity					Gender		
	Black/AA	Hispanic	White	Undec.	Other	Male	Female	UnDec.
<b>Sm 2019</b>	29 (43%)	3 (4%)	1 (1%)	35 (51%)	-	6 (9%)	59 (87%)	3 (4%)
<b>Fall 2019</b>	26 (33%)	6 (8%)	1 (1%)	45 (56%)	2 (3%)	9 (11%)	67 (84%)	4 (5%)
<b>Spr 2020</b>	23 (30%)	3 (4%)	1 (1%)	48 (63%)	1 (1%)	9 (12%)	62 (82%)	5 (7%)

Of those who self-identified their race, the majority are Black/African-American, which is consistent with previous years and with the demographics of the Washington, DC area. A majority of our students live in the District of Columbia and Prince George's County areas, which are predominantly Black. Females continue to be the largest gender group, which is consistent with the demographics in the helping professions (psychology, social work, professional counseling). The Counseling Programs continue to promote its programs' leadership in the Maryland Counseling Association, District of Columbia Counseling Association, American Counseling Association, American School Counseling Association, and other professional counseling division memberships. The Admissions Office has been asked to continue expansion of recruitment efforts to diversify our applicant pool.

## Enrollment, Retention, and Completion Rates

A total of 47 new students enrolled during the AY 2019-2020 (4 in Summer, 29 in Fall, 14 in Spring) which is comparable with last year's numbers and an increase from the two years prior to that.

Persistence and graduation rates are calculated for each incoming cohort and updated each year. Students who matriculated before Spring 2017 would have been able to graduate in Spring 2020 and therefore the retention/persistence/and graduation of the cohorts from AY 2016-2017 as well as AY 2017-2018 and AY 2018-2019 are presented here to indicate patterns of retention and completion the previous year here:

Incoming semester	% graduated	% still enrolled	% did not persist
Summer 2016	20%	-	80%
Fall 2016	26%	5%	69%
Spring 2017	55%	33%	11%
Summer 2017	n/a	80%	20%
Fall 2017	10% <sup>1</sup>	60%	30%
Spring 2018	n/a	38%	61%
Summer 2018	n/a	60%	40%
Fall 2018	n/a	33%	67%
Spring 2019	n/a	69%	32%

<sup>1</sup> Transfer student

A total of 18 students graduated during the AY 2019-2020 (7 in Summer, 9 in Fall, 2 in Spring) which is comparable with last year's numbers and an increase from the two years prior to that. Nine of these graduates were from the CMHC program and nine were from School Counseling, Urban Track.

## Comprehensive Evaluations

In AY 2019-2020, 15 CMHC students took the CPCE examination. Trinity compares the students' scores to the national norm for that semester. A score that is between one standard deviation below and the national norm is categorized as "meeting" the standard; a score that falls below one standard deviation from national norm is "approaching" the standard; and a score that is at, or above, the national norm that year is categorized as "exceeding" the standard. For AY 2019-2020, 7% exceeded the standard, 33% met the standard, and 60% approached the standard.

In AY 2019-2020, 4 SC students took the Praxis II and 75% of them received a passing score.

## Job Placement

Surveys sent to graduating students by the Counseling Program indicate that 100% of those who responded are employed in the counseling field at a job that requires a Master’s degree. Surveys sent to graduating students by the University suggest that 82% of those who responded are employed at least part-time.

**Satisfaction**

The Counseling Program surveys current students, graduating students, alumni, site supervisors, and employers each Spring and asks them to rate the effectiveness (scale 1-5) of the program in preparing completers in key areas. Mean responses for each group are below and suggest a high level of satisfaction across all groups.

<b>Survey Question</b>	<b>Current Students N = 27</b>	<b>Graduating Students N = 2</b>	<b>Alum N = 49 (total)</b>	<b>Site Supervisors N = 8</b>	<b>Employer N = 1 (total)</b>
1. Understand and demonstrate counseling theory and application and the helping relationship process	4.15	5.00	4.10	4.50	4.00
2. Demonstrate awareness and knowledge of issues of multiculturalism and diversity.	4.56	4.50	4.35	4.63	4.00
3. Engage in ethical practice and adhere to the principles, standards, and practice of relevant professional counseling organizations (i.e., ACA, ASCA).	4.26	5.00	4.53	4.63	4.00
4. Understand the impact of trauma on individuals, families, and communities and the counselor’s role in appropriate interventions.	4.44	5.00	4.08	4.13	4.00
5. Demonstrate overall professional competency.	4.26	4.50	4.25	4.63	4.00
6. Recognize the importance of self-care and how to maintain an active regimen of well-being in my practice and own life.	3.96	5.00	3.98	-	-
7. Emphasized the importance of developing a professional identity, including maintaining membership to relevant professional counseling organizations	4.26	5.00	4.16	-	-

## **Professional Dispositions**

In order to evaluate whether the Counseling Program is producing counselors with the necessary personal dispositions to practice reflection as an integrated part of their professional lives (unit goal #3) and model ethical standards and dispositions (unit goal #6), the program has a robust transition points assessment plan. Transition Point #3 occurs during *COUN 547: Group Counseling*, approximately 24 credits into the program and can, therefore, be used as an assessment of the Counseling Program's effectiveness at reaching this goal.

In Fall 2019, 22 students were assessed on their professional dispositions, 43% met the standards and 55% exceeded, only 2% approached the standard.

## **Program Evaluation Data**

Trinity's Counseling Program is committed to ensuring that students obtain the foundational knowledge and skills represented in the eight common core areas, as well as CMHC and SC specialties. In order to evaluate this, a robust assessment plan evaluates eleven core standards, three CMHC standards, and two SC standards using a variety of key performance indicators, representing multiple assessments over multiple time points.

The Counseling Program's goal is for 80% of its students to meet, or exceed, the selected knowledge and skills; aggregate data suggesting less than 80% of students are meeting this standard will result in program modifications. The summary below reflects data collected in AY2018-2019.

### **One-hundred percent of students met or exceeded the following standards based on all performance indicators collected.**

*CMHC Area 1: Foundations*

*Standard b: Theories and models related to clinical mental health counseling*

*CMHC Area 1: Foundations*

*Standard c: Principles, models, and documentation formats of biopsychological case conceptualization and treatment planning*

*CMHC Area 3: Practice*

*Standard b: Technique and interventions for prevention and treatment of a broad range of mental health issues*

*<sup>i</sup> SC Area 1: Foundations*

*Standard a: Models of school counseling*

*SC Area 3: Practice*

*Standard c: Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies*

**Over 80% of students met or exceed the following standards based on all performance indicators collected.**

*Core Area 1: Professional Counseling Orientation and Ethical Practice*

*Standard l: Self-Care Strategies Appropriate to the Counselor Role*

<sup>i</sup> *Core Area 2: Social and Cultural Diversity*

*Standard c: Multicultural counseling competencies*

<sup>i</sup> *Core Area 5: Counseling and Helping Relationships*

*Standard g: Essential interviewing, counseling, and case conceptualization*

*Core Area 6: Group Counseling and Group Work*

*Standard a: Theoretical foundations of group counseling and group work*

*Core Area 6: Group Counseling and Group Work*

*Standard b: Dynamics Associated with Group Process and Development*

<sup>i</sup> *Core Area 7: Assessment and Testing*

*Standard e: Use for assessments for diagnostic and interventional planning*

**For the following standards, the data was mixed, meaning some indicators suggested students met the standards, but others did not.**

**\*\*Core Area 1: Professional Counseling Orientation and Ethical Practice**

***Standard f: Professional counseling organizations***

Students did not meet the standard on the Professional Organization and Ethics Paper performance indicator in *COUN 535* but did meet the standard on the ACA membership and Dilemma Case Study performance indicators in *COUN 605*.

***Core Area 3: Human Growth and Development***

***Standard a: Theories of individual and family development across the lifespan***

Although 100% of students met the standard on the Case Conceptualization Paper in *COUN 555*, their scores on the Human Growth and Development content area of the CPCE were below the national average.

**\*\*Core Area 5: Counseling and Helping Relationships**

***Standard a: Theories and models of counseling***

Although 100% of students met the standard on the Case Report in *Internship II*, the benchmark of 80% was not met for the Case Conceptualization in *COUN 540*.

**For the following standards, less than the targeted 80% of students met or exceeded the standard.**

**\*\*Core Area 4: Career Development**

*Standard f: Career development program planning*

Only 78% of students met the standard on the Career Case Study indicator in *COUN 538* and Trinity students' scores on Career and Lifestyle Development content area of the CPCE were below the national average. However, it should be noted that 78% on the Career Case Study indicator is a significant improvement over last year and is close to the required 80% threshold.

**\*\*Core Area 8: Research and Program Evaluation**

*Standard e: Evaluation of counseling interventions and programs*

For the year overall only 76% of student met the standard for Final Grades in *EDCC 600* and only 78% met the standard on the performance indicator Career & Lifestyle Development in *COUN 538*. However, it should be noted that 78% on the Career & Lifestyle Development indicator is a significant improvement over last year and is close to the required 80% threshold.

Notation:

\* indicates that this standard has not been fully met for two years in a row

\*\* indicates that this standard has not been fully met for three years in a row

<sup>i</sup> indicates that this standard has shown notable improvement since last year